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ABSTRACT

This book is a collection of 19 essays that broadly treat the use of evidence in informing educational policy and practice in Canada: (1) "Knowledge and Action in Educational Policy and Politics" (Benjamin Levin); (2) "Data, Data Everywhere (and We Don't Know What to Do): Using Data for Wise Decisions in Schools" (Lorna M. Earl); (3) "Do Education Systems Count? The Role of Administrative and Assessment Data" (Victor B. Glickman); (4) "Should the Government Sponsor Training for the Disadvantaged?" (William P. Warburton and Rebecca N. Warburton); (5) "The Causal Effect of Education on Earnings in Canada" (W. Todd Rogers); (6) "Literacy Skills, Non-Cognitive Skills and Earnings: An Economist's Perspective" (David A. Green and W. Craig Riddell); (7) "Improving Educational Performance in Alberta" (Nelly McEwen); (8) "Les indices socio-economiques, outil de politique de l'education au Quebec" (Van Hap Guy Ho and Guy Legault); (9) "A Decade of SAIP: What Have We Learned? What Do We Need to Know?" (Robert K. Crocker); (10) "School Achievement Indicators Program: Bridging the Gap to Jurisdictional Assessments" (Giles Fournier); (11) "The Relevance of TIMSS for Policy-Making in Education" (David F. Robitaille); (12) "The Distribution of Access to Educational Resources for 8th Grade Math in Canada: How Equitable Is It?" (Yanhong Zhang); (13) "TIMSS in Ontario: Providing Information for Educational Improvement" (Richard M. Jones); (14) "Oops, That Was a Mistake: Examining the Effects and Implications of Changing Assessment Policies" (Don Klinger); (15) "Gender Differences in Large-Scale, Quantitative Assessment of Mathematics and Science Achievement" (Darren Lauzon); (16) "School Choice, Exams and Achievement" (John H. Bishop); (17) "Sheepskin Effects and the Returns to Education" (Ana M. Ferrer and W. Craig Riddell); (18) "L'evaluation de l'enseignement universitaire: succes ou echec" (Huguette Bernard); and (18) "Is There Under- or Overinvestment in Education?" (W. Craig Riddell). Each essay is followed by a commentary. The book concludes with four reflections on evidence-based decision-making in educational policy

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